

Rhythm Rhymes and Happy Times

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INTRODUCTION

Have you ever wondered why babies or toddlers put anything and everything into their mouths . . . or handle a toy over and over again, touching each part of it? This spontaneous play is their way of discovery -- of learning something new about their environment. Each time young children explore a new material or toy it is a learning experience for them. Through play they learn to control their bodies. They learn to push, lift, walk, throw, climb, jump. They try to find out how things work. Young children learn through all their senses -- through seeing, hearing, touching, tasting and smelling. Learning to talk and communicate with others adds a new dimension to their world. They begin to use language to communicate with others adds a new dimension to their world. They begin to use language to communicate needs, to express feelings, to ask questions -- all ways of finding out more about their world. It is important to talk to even very young infants -- recognizing the sound of your voice is the first step in learning to talk. Even though babies won't understand exactly what you mean at first, the more you talk and repeat babbling and cooing sounds, the sooner young children **will** begin to use and understand words. And through language young children are also learning social skills -- to relate to people.

It's exciting to watch how young children discover new ideas -- all on their own! But your role in helping babies and toddlers learn is much more than just being an interested "observer". By carefully selecting ideas and materials from this curriculum, you will find specific suggestions "tailored" to the interests and needs of growing children.

Who do activities need to be organized into a curriculum? Babies and toddlers **do** learn from everyday experiences such as your enthusiastic talking and interacting with them during feeding and diapering times. These are important learning

times for them. The warm cuddles to give and the undivided times you devote to each baby or toddler teach them that their world is a safe place. These special times must begin with even tiny babies. With your loving care, they will begin to develop good feelings about themselves and will feel more secure in meeting new challenges.

But young children also need specific experiences that will strengthen all the areas of development and meet their individual needs. An organized curriculum provides a balanced set of activities designed to strengthen developmental skills. These activities are carefully organized in a progression from simple to more difficult. You will be able to choose activities that are challenging to each child at his or her own particular level of development. Through spontaneous play and through your gentle guidance, children will enjoy and thrive with each successfully accomplished challenge. For them, this learning adds new feelings of pride and joy. From your viewpoint, this learning brings them a step closer to mastery and independence.

How do you choose activities? Here's where you'll use your "observation skills" to select activities carefully that are at the right level for the child -- not too hard but not too simple. Try doing the activity (ies) listed for that age first. If the activity seems frustrating or too difficult, try a similar activity from the next youngest age group. Or, if the activity seems too easy and the child is bored, go on to an activity from the next oldest age group.

How do you begin the activity? Some activities will be led by you, while others can be started by the child during free play. It's important to offer both kinds of activities. A child will gain self-confidence by being able to start activities independently. Have several learning aids available and allow the child to choose what to play with. Let the child explore

and discover -- offer your comments and questions, but let the child take the “lead”. This self-directed approach will encourage children to feel a sense of control and independence. Or, you can create a learning experience by “on-the-spot” responding to the child’s interest at the moment. For example, a trip to the grocery store can be a great way to learn names of foods.

But babies and toddlers benefit from your guidance and direction, too. Introduce activities in an enthusiastic way. Be sure you have the child’s attention. Explain in a general way what will take place -- “Let’s sing a counting song”! This helps prepare the child for what will happen. Some activities may call for organizing a special setting. For example the

children may enjoy having a pretend “circus” with homemade costumes and masks, while learning to recognize animal sounds. Or, set up a party with balloons and streamers for them while working on the skill “playing next to others”.

As you follow the guidelines in the activities, you’ll want to create new activities using your own ideas and materials in your home. The Learning Aids suggested at the bottom of each page are just that -- suggestions. Improvise and use any material that is safe for young children and that will help meet the objective. A curriculum doesn’t have to be expensive or fancy. A variety of simple, colorful, sturdy materials found around the house or inexpensively purchased will work just as well!

ALTERATIONS

The activities described in this book are examples of the kinds of activities that will help promote the total growth of young children. They are patterns. And, like patterns, can be easily altered to fit the individual needs of the child and the adults caring for him or her. For example, you may have only one child or as many as six children. Their developmental levels and needs may vary. You may have children with special needs. Or, some of the suggested material may not be available to you. What’s really important is that you keep the developmental goals of the activities in mind as you make changes for

each situation. Consider the following for tailoring the activities to meet your needs:

1. Various number of children
2. Varying developmental levels
3. Children with special needs
4. Learning problems
5. Physical problems
6. Hearing problems
7. Sight problems
8. Emotional problems
9. Availability of materials

SELECTING TOYS

Selecting Toys for Infants

Toys must be sanitary, smooth, non-toxic, durable and without small, detachable parts to get in throat, nose, or ears. A baby will enjoy:

- something that can be safely put into his mouth and can be washed and easily kept clean, such as a terry cloth animal;
- something that is hard and feels good on his gums when he bites on it;
- something that is soft and feels good when he squeezes it and bangs it with his hands, such as a soft rubber doll;
- something that moves, such as a mobile;
- something that makes a sound, such as a rattle, small bells on a string, or a toy with a music box in it;
- something he can grasp in his hands, such as a small lid, spools, or buttons attached to something;
- something light in weight without sharp edges or points, such as a large plastic ring or floating bathtub toy.

Older babies that can sit up would also enjoy:

- soft toys for throwing;
- light plastic blocks;



- washable unbreakable doll;
- paper for rattling or tearing;
- squeaky toy animal;
- nests of hollow blocks or boxes to pull apart and put together;
- empty containers with removable lids to take off and put on;
- toys in boxes or baskets for putting in and taking out;
- floating bath animals.

TODDLERS

At this age play is important to children because they have begun all their significant approaches to learning. They are curious in every way and try to find out about everything. Their newly discovered muscles are put to use in pushing, pulling, poking, climbing, and getting into things. Their day

care providers make sure they are safe and then let them go ahead and discover. They help provide many opportunities for varied play and exploration experiences. This is the age when adults begin to help them with words that will be tools for thought and communication.

Selecting Toys for Toddlers

Toys must be safe, with no sharp edges or points. They should be of simple construction, sturdy, and not easily broken or splintered. A toddler needs a large variety of toys, but not necessarily all at the same time. A toddler should have:

- something that feels different, such as a feeling box or book, or collections of natural objects;
- something that can be used in many ways, not just one, such as blocks or boxes;
- something that he can manipulate successfully himself, such as a door that can be opened and closed;
- plenty of raw materials such as water, sand, mud, sand box with scoop, spoon, buckets, bucket of gravel, corn, beans, cornmeal, etc.;
- something that can be taken apart and put together, such as a nest of blocks, peg board, and large wooden beads;
- something that can be dragged or pushed about – doll stroller, toy sweeper, pull toys, toy lawn mower;
- something to carry about – pillow with a face, basket, small suitcase.

SELECTING TOYS FOR PRESCHOOLERS

1. Toys, games, and apparatus for strengthening large muscles:

- swing, climbing bar, rope ladder, rope swing;
- ladders, saw horses, smooth wide boards;
- wagon (large enough to hold a child), tri-cycle (of correct size), sled, wheelbarrow;
- paddle with ball attached;
- simple throwing games, rubber horse shoes;
- ten pins;
- mallet with peg set for younger children, workbench with real tools for older children;
- climbing tower, turning bars;
- crawling through apparatus;
- bouncing horse;
- push-and-pull toys for younger children;
- large balls;
- bean bags;

- simple rolling games;
- large hollow blocks;
- unit blocks

2. Toys that stretch their mind:

- lock with key;
- kaleidoscope;
- water play toys, bubble set;
- viewmaster with slides, filmstrips;
- books with simple stories, poems, jingles, nursery rhymes;
- magnet;
- aquarium, terrarium;
- inlay puzzles (4 to 30 pieces matching picture games);
- globes for older children;
- picture books;
- counting frame.

3. Toys for pretending:

- washable unbreakable doll that can be dressed and undressed;
- dress-up clothes such as shoes, hats, pocketbooks, neckties, briefcase, space hat;
- toy luggage;
- transportation toys – boats, trucks, planes, trains, autos, tractors;
- large cartons for making stores, houses, stations – and for climbing into;
- housekeeping equipment of all sorts including cooking, laundering, gardening equipment;
- assorted floor blocks with small family figures;
- farm and zoo animal sets;
- steering wheel, a stick horse;
- sheet or blanket for play tent.

4. Toys for releasing feelings:

- crayons, clay, blunt scissors, and paste;
- hammer, nails, and soft wood;
- large doll or stuffed animal to punch;
- rocking chair;
- puppets (stick and hand);
- percussion instruments, such as tom-tom, bells, triangle, finger cymbals, gourd, tone block;
- finger-painting materials;
- large wooden beads for younger children, smaller beads for older ones;
- sand, sand toys, wading or swimming pool;
- cuddly toy animals;
- musical top, music box, record player;
- record player and records.

SELECTING TOYS FOR SCHOOL-AGED CHILDREN

Like younger children, children from age 5 to 11 years need personal interest, approval and reassurance from the adults who care for them. They need to feel trusted to make some independent decisions and to experience feelings of accomplishment. They like to feel important and unique by being given specific tasks for which they are responsible. Children of this age like to work and play with groups of children and to feel that they are making a contribution to the group. Appropriate activities will keep the children happy and interested.

Children in this age group need a variety of activities to keep them busy. They enjoy learning experiences about things which touch their lives such as home, stores, churches, pets, banks, post office. They enjoy toys which can be taken apart and put

together like lego or tinker toys or building their own toys from kits or scrap materials. Books, records and selected T.V. programs are firm favorites while active games such as flying kits, riding bikes, follow the leader, cops and robbers are an important part of any given day.

Children of this age like to participate in clubs. Children can be given full responsibility for sweeping, cleaning, arranging, and painting their club houses.

They need challenge, stimulation, resource material, ideas, people around them who know how to listen, and adults with whom to identify. They have talents and skills to develop, energy to put to use and huge reservoirs of creativity which need tapping.

ACTIVITIES

Activities for Infants



- Infants learn by touching, tasting, seeing, hearing and smelling objects around them.
- Infants learn through exploration and need many opportunities to explore the territory beyond the crib.
- Babies enjoy playing games -- and they learn about themselves and other people as they play.
- Babies with special needs learn through play and exploration, too.

GAINING EYE-HAND COORDINATION

0-3 Mos. Grasps objects

0-3 Mos. Brings fists together

0-3 Mos. Swats at an object (hand and foot)

3-6 Mos. Plays with fingers

3-6 Mos. Reaches with both hands

6-9 Mos. Holds small object in each hand

6-9 Mos. Passes object from hand to hand

6-9 Mos. Reaches with one hand

9-12 Mos. Uses thumb and first finger to pick up

9-12 Mos. Claps hands

9-12 Mos. Brings to objects together

9-12 Mos. Pulls

9-12 Mos. Dumps objects

- Encourage child to grasp your fingers, pull child's hands to strengthen grasp.
- Provide rattles, teethingers, and other small, safe objects to encourage baby to grasp.
- Play "Pat-a-Cake" with baby's fists.
- Hang a "swat and kick" bag on an elastic across the crib and guide baby's hands and feet in kicking motion. Juggle the bag to encourage baby to swat or kick at it.
- Call baby's attention to his/her fingers by playing finger games

- Encourage baby to reach for object before you hand it to him/her.
- Hand baby two crackers, two small toys at a time.
- Provide objects that baby can handle while in baby chair or high chair.
- Place an object to one side to encourage baby to reach for it with one hand.
- Prepare small finger foods that baby can pick up to eat.
- Sing and clap with baby.
- Provide two playthings that make a sound when brought together, such as two pan lids or two blocks.
- Provide toys with strings that baby can pull as he/she crawls.
- Put small objects in a plastic container for baby to practice dumping.

LOOKS AT FACES, HANDS, FEET AND PATTERNS (0-3 MOS.)

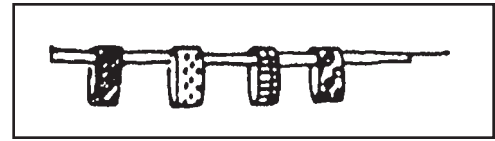
1. Encourage the newborn infant to focus eyes on faces and objects by playing, babbling, and showing objects that catch his/her attention.
2. Hold baby close. Nuzzle with your face and draw back about 10" so baby can look at your face.
3. Play with infant's hands and feet holding them so baby can watch.
4. Hang a simple mobile low over the crib to attract baby's attention when lying in the crib.

LEARNING AIDS

Ring mobile

"This Baby Piggy"

"Pat-a-Cake" Rhyme



MAKES BABBLING AND COOING SOUNDS (0-3 MOS.)

1. Smile, talk and sing to infant often during the day. Soothing sounds stimulate babbling and cooing sounds by infant.
2. Encourage infant to imitate your sounds.
3. Provide toys around the crib that make noise. These noises will stimulate the infant to make sounds.

LEARNING AIDS

Lullabies

Wind chimes

Rubber Squeak

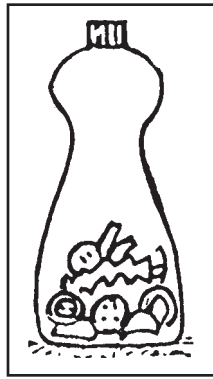
Bottle rattle.

WATCHES A MOVING OBJECT (0-6 MOS.)

1. Provide infant with frequent opportunities to watch moving objects by using toys and mobiles that move within the infant's range of vision.
2. Hold a toy in front of baby's face (about 10"). Slowly move the toy from side to side, up and down, and in a circle. Watch baby's eyes and keep the toy within the present range of vision. This range increases with practice and growth.
3. Hang a mobile that moves over the crib to stimulate watching when baby is awake in the crib.

LEARNING AIDS

Bottle Rattle
Ring Mobile



BRINGS FISTS TOGETHER (0-3 MOS.)

1. Hold baby's wrists and gently brings fists together. Tap them together, then pull apart.
2. Watch infant to see if he/she brings fists together during the day.

LEARNING AIDS

"Pat-a-Cake" Rhyme

PUSHES UP FROM STOMACH (3-6 MOS.)

1. Place baby on tummy on floor.
2. Talk to you wiggle an object in front of baby's eyes.
3. Slowly raise object so that baby must push up on arms to see. Lower the rattle.
4. If the baby needs help, gently use your hands under his/her shoulders.

LEARNING AIDS

Bottle Rattle

SITS (6-9 MOS.)

1. Help baby sit up in your lap or on floor.
2. Involve baby in an activity, such as shaking a drum.
3. Gradually withdraw your support.

4. If baby topples over, talk to him/her and prop back up.
5. Provide baby with many opportunities to play independently while sitting.

LEARNING AIDS

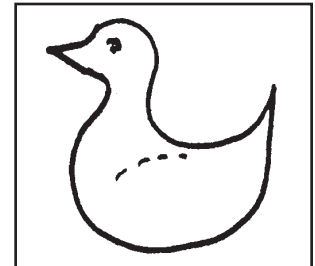
Bell
Bottle Rattle

ROLLS OVER FRONT TO BACK (3-9 MOS)

1. Place baby on stomach on the floor. Touch baby's cheek with soft toy and get attention and to roll over.
2. Gently lift baby's shoulders to roll from front to back. Let the baby play with the toy.
3. Do often to encourage baby to roll over by himself/herself.

LEARNING AIDS

Rubber Squeak Toy



USES THUMB AND FIRST FINGER TO PICK UP (6-9 MOS.)

1. Place small pieces of food on high chair tray.
2. Help baby to pick up the food with thumb and finger.
3. Give baby practice picking up many different kinds of finger foods.

LEARNING AIDS

Small pieces of foods

FILLS A CONTAINER (9-12 MOS.)

1. Demonstrate putting objects in a container..
2. Hand object to baby and guide baby's hand to opening.
3. Encourage baby to pick up each remaining object and drop in container. Dump and repeat.

LEARNING AIDS

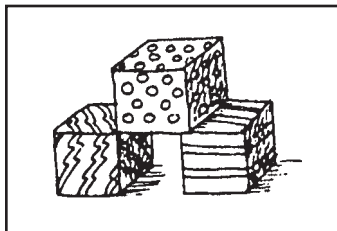
Milk Jug
Small Blocks or Clothes Pins
Beads
Ping-pong Balls

STACKS THREE BLOCKS (9-12 MOS.)

1. Provide a sufficient number of blocks for toddler to try a variety of arrangements.
2. Demonstrate stacking three blocks. Encourage toddler to copy your arrangement. Guide hands, if necessary.

LEARNING AIDS

Wooden Blocks
Milk Carton Blocks



WALKS ALONE (12-18 MOS.)

1. Stand baby next to couch and stand a few feet in front of baby. Encourage baby to come to you.
2. Hold your arms out to "catch" baby when he/she reaches you.
3. Encourage baby to walk alone, taking more and more steps by holding up favorite toys and items that baby wants.

LEARNING AIDS

A cleared area for walking
A favorite toy, foods

CLAPS HANDS (9-12 MOS.)

1. Hold baby's wrists and bring hands together to clap.
2. Sing songs or play games that call for clapping.
3. Clap often so baby can imitate you.

LEARNING AIDS

"Pat-a Cake" Rhyme
"Clap, Clap, Clap Your Hands" Songs

MARK WITH A CRAYON (12-18 MOS.)

1. Place crayon between baby's fingers and guide hand to make crayon marks.
2. Encourage baby to mark freely and to try other colors.

LEARNING AIDS

Large Size Crayons
Large Sheets of Shelf Paper or Newspaper

STACKS TWO BLOCKS (12-18 MOS.)

1. Encourage baby to arrange blocks in various ways to make "roads", "houses" and "buildings".
2. Demonstrate stacking one block on top of another and ask baby to copy you. Guide hands if necessary.

LEARNING AIDS

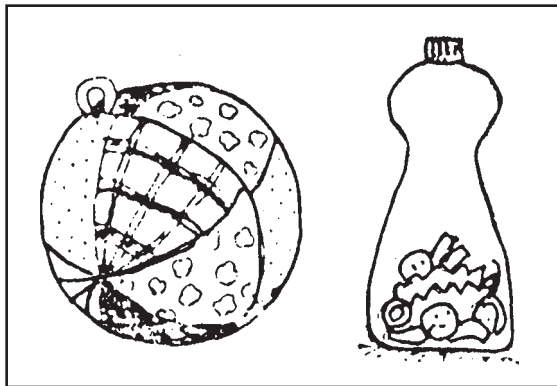
Woods Blocks
Milk Carton Blocks
Nesting Cans

REPEATING WORDS (12-18 mos.)

1. Name object as you use or talk about them. Stress the name of the object.
2. Name objects that infant is playing with or holding.
3. Encourage baby to repeat the names of objects. Repeat the name yourself if needed.
4. Sing songs and play simple fingerplays throughout the day. This will provide more words for infant to imitate.

LEARNING AIDS

Bottle Rattle
Songs and Rhymes
Feely Ball



TELLS WANTS BY NAMING THEM (12-18 MOS.)

1. Encourage baby to name the things he/she wants by showing baby the item, naming it, and asking baby to name it.
2. Pause before handing baby the item to allow baby to name the item. Repeat the name and give it to baby. Don't frustrate baby by holding off item until baby names them.

3. Continue to encourage baby to use words in place of gestures to indicate wants by responding as soon as baby names the item.

LEARNING AIDS

None required

POINTS TO FAMILIAR OBJECTS WHEN NAMED (12-18 MOS.)

1. Start with objects that the baby is familiar with.
2. Play "Show Me" game, asking baby to point to object.
3. Ask baby to find a few familiar objects.

LEARNING AIDS

None required

LOOKS FOR A TOY IN MORE THAN ONE PLACE (12-18 MOS.)

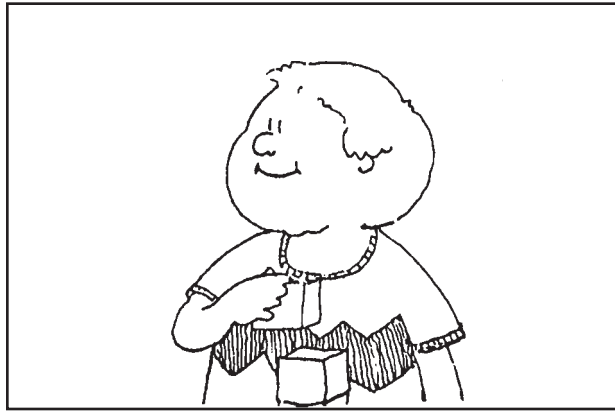
After baby has played hiding games and can look for a hidden object, make the finding task a bit harder.

1. Play hiding games in which you hide an object in one or two or three places; such as, in either hand, under one of three paper cups or under one of 2 or 3 pillows.
2. Encourage baby to find the object by looking more than one place.

LEARNING AIDS

A toy or treat to hide
2 or 3 cups
2 or 3 pillows

ACTIVITIES FOR TODDLERS



- **Children need a variety of materials and activities that encourage the use of their minds and bodies.**
- **As children play they learn through the following methods --**
 - **Exploration**
 - **Trial and error**
 - **Imitation**
 - **Participation**
 - **Repetition**
 - **Imagination**
 - **Activities**
 - **Language**

SWAYS, CLAPS, AND MOVES BODY TO MUSIC (12-36 MOS.)

1. Choose action songs to sing with the toddler.
2. Stress the motions that go with the song. Encourage the toddler to listen and join in on the movement.

LEARNING AIDS

“The Farmer in the Dell” Song
“London Bridge” Song
“Here We Go Round the Mulberry Bush” Song
Musical Instruments
“Magic Mountain” Record
“If You’re Happy and You Know It” Song

WASHES BODY (18-24 MOS.)

1. Add a small washcloth to waterplay activities with a washable doll and soap to give baby experiences in using a washcloth.
2. Encourage baby to take part in washing his/her own body when bathing. Baby can soap washcloth, wash legs, body and arms and dry self.

LEARNING AIDS

Small Washcloth and Soap
Bath Tub or Sink
Towel

THROWS A LARGE BALL (18-24 MOS.)

1. Provide many opportunities for ball play.
2. Roll ball to toddler and encourage toddler to toss ball back to you.
3. Put a large basket in play area and encourage toddler to toss ball into basket. Toddler throws ball forward with an underhand motion.

LEARNING AIDS

Fruit Basket, Laundry Basket
Beach Ball
12" and 6" Rubber Ball

PULLS AND PUSHED LARGE TOYS (18-24 MOS.)

1. Provide boxes or a wagon that toddler can pull and push around the play area and in the yard.
2. Encourage toddler to pretend to do various jobs that involve pulling the box or wagon around, such as, bus driver, grocery man, mail man, taxi driver.

LEARNING AIDS

Large Cardboard Box
Wagon
Various Toys
Role Play Hats

DRAWS LINES (24-36 MOS.)

1. Encourage child to draw lines across a large sheet of paper from left to right and from top to bottom.
2. Demonstrate drawing lines that toddler can copy.
3. Guide toddler's hand in left to right movement. Chalk on chalkboard or on a sidewalk helps toddler "feel" the lines.

LEARNING AIDS

Chalk
Large Crayons
Chalkboard
Paper

JUMPS IN PLACE WITH BOTH FEEL (24-36 MOS.)

Jumping develops whole body balance and coordination.

1. Demonstrate jumping in place. Hold toddler's hands and jump together.
2. Say rhymes and sing songs that encourage toddler to jump and hop rhythmically. Encourage imitation of animals that jump.

LEARNING AIDS

"Little Bird" Rhyme
"Jack Be Nimble" Rhyme

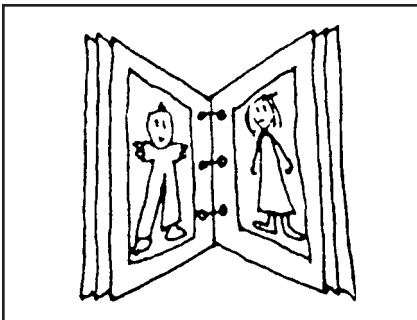
NAMES PICTURES IN A BOOK (24-36 MOS.)

Frequent sessions with picture books develop many language skills.

1. Actively involve toddler in looking at picture books by pointing out various objects in the pictures and asking questions.
2. Point out and name objects that toddler doesn't name, then ask toddler to name them. In this way toddler learns more and more words.

LEARNING AIDS

Picture Books
Homemade Picture Book and File
Magazines



KICKS A LARGE BALL (24-36 MOS.)

1. Hold toddler's hand and model kicking a ball.
2. Play a game of chase, holding hands and running after the ball and kicking it. (Begin with a soft ball that doesn't roll too far away.)

3. Encourage toddler to kick ball to you or to another child or against a wall.

LEARNING AIDS

Beach Ball
Rubber Ball
Balloon



USES A SPOON AND FORK TO EAT (24-36 MOS.)

1. Partially fill a bowl with toddler's favorite soft food.
2. Place handle of spoon or fork in toddler's fist.
3. Guide hand to fill spoon or fork with food and guide to mouth.
4. Guide hand to food, fill spoon or fork, and part way to mouth. Toddler lifts to mouth, eats and lowers spoon or fork.
5. Guide hand to fill spoon or fork. Toddler lifts spoon or fork to mouth and eats.
6. Toddler fills spoon or fork, lifts and eats.

LEARNING AIDS

Baby Size Spoon and Fork
Soft Food
Cubed Food
Dolls

STRING LARGE BEADS (24-36 MOS.)

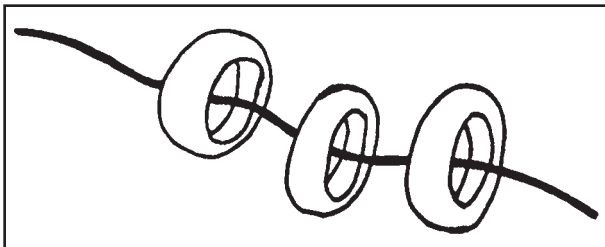
1. Demonstrate putting one large ring on yarn. Tie ring to one end of yarn.
2. Guide toddler's hand in holding and string one or two rings.
3. Toddler strings the rest of the rings. Tie end to first ring for a necklace toddler can wear.

LEARNING AIDS

Curtain Rings

Yarn

Large Wooden Beads With Holes For Stringing



SQUATS AND STANDS WITHOUT USING HANDS (24-36 MOS.)

1. Model squatting and standing with toddler as you describe imaginary situations. Encourage toddler to stand without using hands.

2. Play games that include squatting.
3. Include toddler in helping tasks that involve squatting and standing such as putting toys and foods away.

LEARNING AIDS

“Ring Around The Rosie” Song

COMBS AND BRUSHES HAIR (24-36 MOS.)

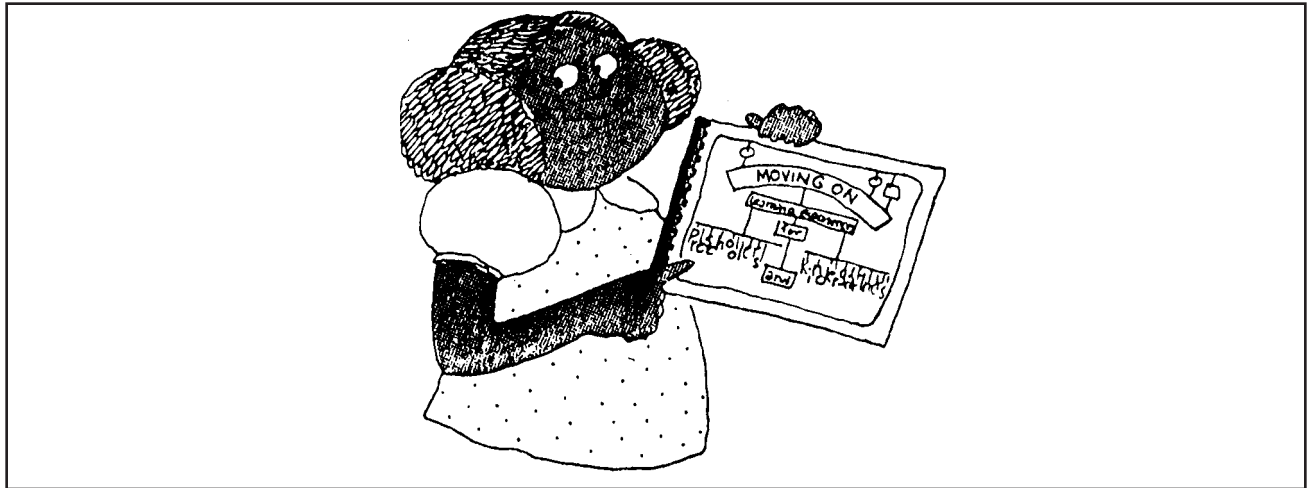
1. Ask parent to provide a comb and brush for toddler's use. Label them and keep with toddler's personal belongings.
2. Provide a mirror so toddler can watch as you comb and brush hair. Help toddler brush his/her own hair.
3. Encourage toddler to look in the mirror to decide when hair needs brushing, and to comb and brush independently. You'll need to add the finishing touches, such as a part, barrettes, or ribbons!

LEARNING AIDS

Mirror

Childs Own Comb and Brush

ACTIVITIES FOR PRESCHOOLERS



CLEANS UP EATING AND PLAY AREA (3 YRS.)

1. Provide low, reachable places for storage of toys and a place to scrape plates and stack dirty dishes.
2. Give child a five minute warning before playtime is over. Remind child to put away toys and explain what will happen next.
3. At first, you may need to lead child to storage shelf and direct child in putting away toys. Gradually, expect child to put away toys independently when clean-up time is announced.
4. Consistently encourage child to clear his/her eating area, scrape plate, and put dishes by the sink.

LEARNING AIDS

Garbage Can
Low Shelves
Storage Containers

MARCHES, GALLOPS, RUNS ON TIP-TOW, RUNS AROUND AN OBJECT, TURNS CORNERS RUNNING, RUNS, STOPS (3 YRS.)

The Steps

1. Set up active playground games, such as “Follow the Leader”, using logs and tires for obstacles in the yard.
2. Be the leader and give specific directions.
3. Let the child take turns being the leader.
4. Variation: using records, have the children run, gallop, and march to the music.

LEARNING AIDS

None Required

WHAT YOU CAN SAY

“Let’s play ‘Follow The Leader’!”

“Follow me! Let’s march! Slower! Now faster! OK, can you gallop? Let’s run on tip toes! Good! OK, quick, turn the corner! Stop! Go!”

MAKES FORMS WITH CLAY (3 YRS.)

The Steps

1. Let child help make the material.
2. Give child a large chunk of playdough and encourage child to experiment with making different forms by pinching, rolling, squeezing and pounding play dough, clay or mud.
3. Show child how to break off a piece and roll into different shapes, such as snakes, balls, and pies. Encourage child to be imaginative and talk about the forms he/she is making. Let child decorate clay or cookies.

LEARNING AIDS

Playdough, Cookie Dough, or Clay

Decorations such as Small Sticks, Scraps of Paper, Small Pebbles

Decorations such as M&M's Nuts, or Coconut flakes

JUMPS FORWARD ON BOTH FEET (3 YRS.)

The Steps

1. Play expressive jumping games with child, pretending to be different animals. Show child how to jump forward with both feet together.
2. Set up activities to encourage child to jump. For example, make up a story in which the child pretends to be a frog and jumps from lily pad to lily pad.

LEARNING AIDS

Green Cardboard

WALKS TO RHYTHMIC CLAPPING (4 YRS.)

The Steps

1. Sing a song and clap your hands to the rhythm of the song. Ask the children to walk to your clapping and singing.

LEARNING AIDS

“Ring-Around-The-Rosie”

WHAT YOU CAN SAY

“Listen to the rhyme of the song. Clap your hands to the rhythm. Now let's march and clap.”

PASTES (3-4 YRS.)

1. Arrange newspapers on table, paste or glue in small shallow dishes and the material scraps in shallow dishes near child's paper.
2. Show child how to dip finger (or brush) into the paste or glue, spread a small amount on the paper, select material and press it to the picture.
3. Let child complete collage and continue creating collage designs as long as interested.

LEARNING AIDS

Paste (or glue) in small cups or shallow dishes (Note: If using glue, either use Q-Tips to spread it or dilute the glue and apply with old paint brushes. Rinse brushes thoroughly when finished.)

Variety of colored construction paper scraps, fabric scraps, wrapping paper, yarn, other discardable household scraps or outdoor nature items.

Newspaper for Table
Smocks or Old Shirts
Construction Paper or Scrap Cardboard

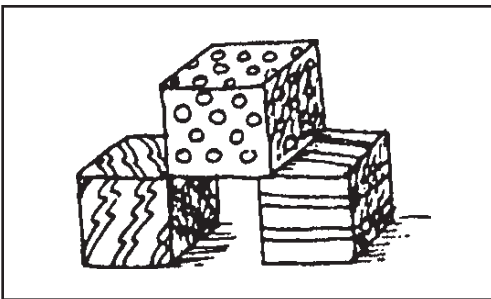
BUILDS A THREE-BLOCK BRIDGE (3 YRS.)

The Steps

1. Let child play freely with three blocks.
2. Encourage different arrangements, showing different arrangements, if necessary. Copy the arrangements the child makes with your three blocks.
3. Child has reached objective if he/she builds bridge independently.
4. Show child how to make a three-block bridge, and have child copy you, if necessary.

LEARNING AIDS

Wooden Scrap Blocks
Milk Carton Blocks



WHAT YOU CAN SAY

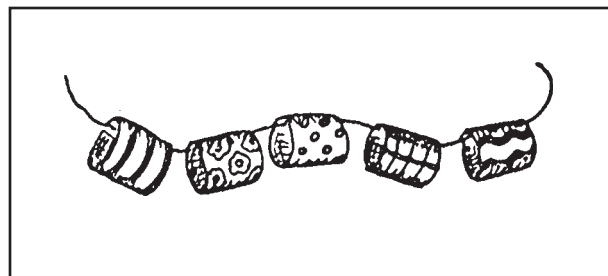
“Let’s see how many ways you can put these blocks together.”

“Great! You made a bridge!”

“Look, I’ll put two blocks close together, and now this one on top. Can you do that? What does it look like? That’s right, it’s a bridge!”

STRING BEADS (4 YRS.)

1. Tape one end of the string to prevent fraying.
2. Show child how to guide the taped end of the string through the “bead”. Help child string several beads.
3. Child holds bead in one hand and string in the other to finish a bracelet or necklace.



LEARNING AIDS

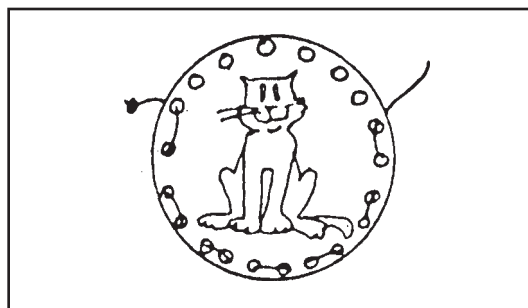
Shoelaces or string with one end taped and the other knotted.

Beads: Large Hollow Macaroni, Cut-up Straws, or Large Hollow Styrofoam Pieces

Paper Towel Rings

SEWS (4 YRS.)

1. Show child how to hold the string and put it through the holes around the edge of the card. Do several holes. Let child finish card.
2. Let child begin and complete another card.

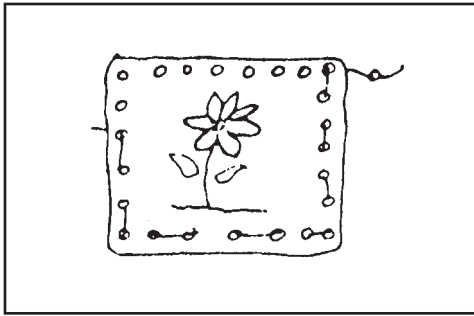


LEARNING AIDS

Sewing Cards and Laces

Yard or String with one end taped and the other knotted, or a Shoelace

Large Plastic Needle, Yarn, Cardboard with holds punched in it (or Burlap Scraps)



FOLDS (3-4 YRS.)

1. Have child practice folding and matching edges by using soft material.
2. Child folds construction paper in half to make pretend “houses”, “tee-pees”, or “garages”. Encourage child to be imaginative. Offer pre-creased paper first, then let child do all the folding independently, and crayon it.

LEARNING AIDS

Small Towels, Dish cloths, Wash Cloths, Small Blankets

Construction Paper, Crayons

Small Toys, such as Plastic Indians, Pipecleaner People, or Small Cars and Trucks

IDENTIFIES FOOD AND DRINKS AFTER TASTING THEM (4 YRS.)

The Steps

1. Name different foods and drinks during meal-times so child will be familiar with them.

2. At snacktime or mealtime, put blindfold on child.
3. Ask child to taste each item, and guess what it is before eating or drinking it.
4. Let child eat the food and drinks.

LEARNING AIDS

Blindfold (handkerchief or strip of cloth)

Muffin Tin or Plate

Bits of different foods and cups of drinks

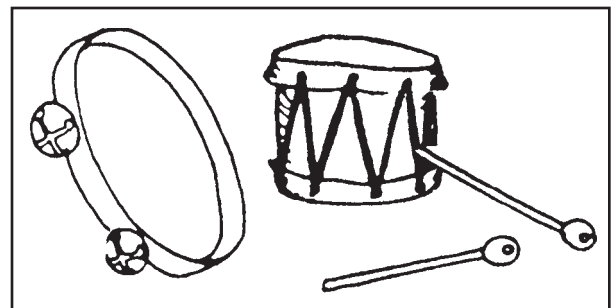
WHAT YOU CAN SAY

“Would you like to play a tasting game?”

“Hmm, I wonder what it is? Can you guess?”

IDENTIFIES SOUNDS AFTER HEARING THEM (4 YRS.)

1. Encourage child to listen and be aware of different familiar sounds, naming them with the child.
2. Let child shake and listen to sound boxes. Let child open box to check his/her guess.
3. Encourage child to shake boxes and match the pairs of sounds.
4. When child has matched pairs of boxes, let child check by opening the boxes.
5. Child may also enjoy identifying musical instruments by sound.



LEARNING AIDS

Sound Boxes

Blindfold (strip of cloth or handkerchief)

Musical Instruments

Windchimes

THROWS A BALL OVERHEAD (4 YRS.)

The Steps

1. Demonstrate throwing the ball or bean bag overhand at the target or through the holes of the target with the child.
2. Let the child practice throwing at the target, then with you or another child.
3. Offer plenty of chances to throw and catch balls or bean bags.

LEARNING AIDS

4" Rubber Ball or Bean Bags

Target, such as Colored Tape or Cardboard Clown Face on an outside wall

(A clown face with holes for eyes and mouth makes a good target)

WHAT YOU CAN SAY

"Let's see if we can hit the target!"

Ready, aim, fire!"

DESCRIBES TEXTURES AND TEMPERATURES (4 YRS.)

1. Make cookie dough or any other cooked food with a child. Let child help measure, pour, stir, touch and taste the ingredients.
2. Bake cookies. While they are still warm, let child touch and eat some. Encourage child to notice textures and temperatures.

3. After the cookies have cooled and hardened, let child eat some and compare texture and temperature changes.
4. Prepare cocoa and marshmallows, letting child help. Encourage child to observe and taste the cocoa and marshmallows and notice any changes in textures and temperatures after cocoa is prepared and marshmallows are placed in cocoa.

LEARNING AIDS

Cookie Dough

Utensils for making cookies

Cocoa and Marshmallows

NAMES LETTERS OF FIRST NAMES (5 YRS.)

1. Print child's first name in large letters on two 2" wide strips of cardboard.
2. Tape one name card at child's place at meals or on play table. Teach child name of each letter.
3. Cut letters apart in second name card for child to match letters and place under the taped card. Encourage child to name each letter.



4. As you write child's name on art work, encourage child to name each letter as you write it.

LEARNING AIDS

Magic Marker
Cardboard
Scissors

BOUNCES A BALL ONCE AND CATCHES IT (4 YRS.)

The Steps

1. Demonstrate how to hold, bounce, and catch a ball, and make up a poem to go along with it. Encourage child to pretend to bounce an imaginary ball and say the poem with you.
2. Child bounces and catches a real ball as you both say the poem.

LEARNING AIDS

Large Ball (12")

WHAT YOU CAN SAY

"Bounce and catch it,
Bounce and catch it,
Bounce and catch the ball.
Bounce and catch it,
Bounce and catch it,
Do not let it fall."

CREATES DESIGNS (5 YRS.)

1. Allow child to experience making designs with various objects, paint, and paper.

2. Show child how to dip the ends of the objects into the paint and press them onto the paper to make a print.
3. Let child continue to experiment with creating different designs by printing. Write child's name on picture and display.

LEARNING AIDS

Smock or old shirt, newspaper
Objects that make interesting prints: Empty
Spools, Corks, Apple Half, Potato with design cut into it, Paper Cup
Construction Paper
Tempera Paint in shallow dishes

GROUPS OBJECTS THAT SINK OR FLOAT (5 YRS.)

1. Provide container of water and objects that float and sink and paper plates for sorting.
2. Encourage child to guess whether an object will sink or float before experimenting.
3. Encourage child to experiment placing each object in the water to check whether it sinks or floats, and then group on the appropriate plates.

LEARNING AIDS

Container of Water
2 paper Plates with a sink symbol on one and a float symbol on the other
Crayon
Objects that float or sink, such as:
Bar of Ivory Soap Crayon
Small Chips of Wood Spoon
Cork Bar of Hand Soap,
Sponge Rocks
Plastic Toy Paper Clip
Container for objects

DRAWS SHAPES AND FAMILIAR OBJECTS (5 YRS.)

1. Let child experiment with fingerpaints. Encourage large, free-sweeping hand movements.
2. Encourage child to draw different simple shapes, demonstrating how, if necessary.
3. Let child experiment with drawing different shapes and familiar things, using several colors. Write child's name on it. Hang up to dry and display.

LEARNING AIDS

Fingerpaint
Aluminum foil or Shiny White Shelf Paper
Smock or Old Shirt
Paper Towels or Sponge
Crayons
Large Drawing Paper

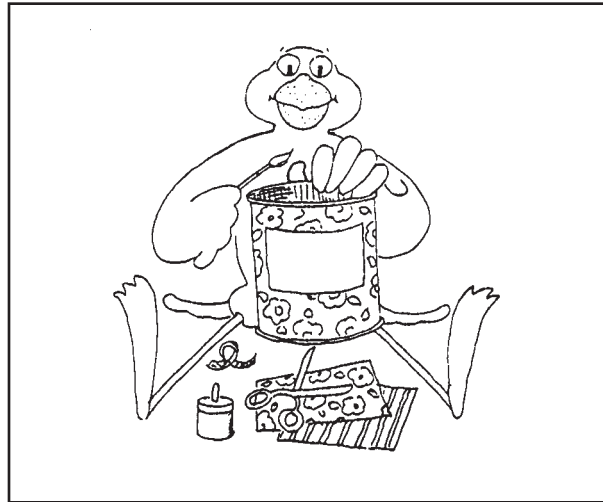
IDENTIFIES AND SAYS WORDS THAT RHYME (5 YRS.)

1. Explain what rhyming words are.
2. Tell the child some rhyming words.
3. Give the child lots of opportunities to hear several rhyming words in a row.
4. Ask the child to think of rhyming words.
5. Continue saying rhyming words and asking the child to think of some.
6. Say nursery rhymes. Pick out the words that rhyme.

LEARNING AIDS

Nursery Rhymes and Poems

ACTIVITIES FOR SCHOOL AGE CHILDREN



- A well-rounded program for school-age children has materials for a variety of activities.
- The children can take an active role in selecting and storing materials.

PICK UP STICKS

PICK UP STICKS

Use straws or thin sticks (20 or more). Keep score on a sheet of paper. Write each player's name at the top, and the score under it. Hold sticks in one bundle, placing one end on the floor or level surface.

In one motion, let sticks fall. The object is to pick up as many sticks, one at a time, without making another stick move. If the player makes a stick move, it's the end of that player's turn. Keep the sticks you picked up with you until the end of the game. Next player continues picking up sticks until a stick moves. Continue until all the sticks are picked up for that game. Count sticks each player is holding and write down on the score sheet. Play 5 (or more)

games and the winner is the player with the highest total score (most sticks) for the 5 games.



PAPER BEADS

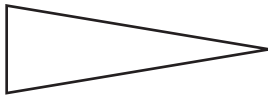
MATERIALS:

Several pieces of Construction Paper or Magazine Pages
Drinking Straws
String or Yarn
Paste
Scissors

Directions

To Make Paper Swirl Beads:

1. Cut triangles out of the paper. One triangle for each bead.



2. Put paste on the back of each cut-out triangle.
3. Start at the wide end of the triangle and roll the triangle shape around the straw.



4. Roll as many triangles as you can around the straws.
5. Let the swirls dry and then cut apart to make beads.
6. String the paper beads on string or yarn.



MACARONI BEADS

MATERIALS:

Hollow Macaroni of different sizes
Tempera Paint or Felt-tipped Markers
Brush and Pan for Paint
String or Yarn

Directions

1. Color the macaroni with the tempera paint or felt-tipped markers. Let them dry.
2. String the beads on a piece of string or yarn.

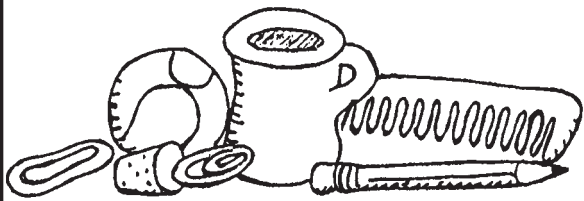
STRAW BEADS

MATERIALS:

Paper Straws
Tempera Paint or Felt-tipped Markers
Brush and Pan for Paint
String or Yarn

Directions

1. Color the straws with the paint or markers. Let dry.
2. Cut the straws into different length pieces.
3. String the straw beads on the piece of yarn or string.



CONCENTRATION WITH OBJECTS

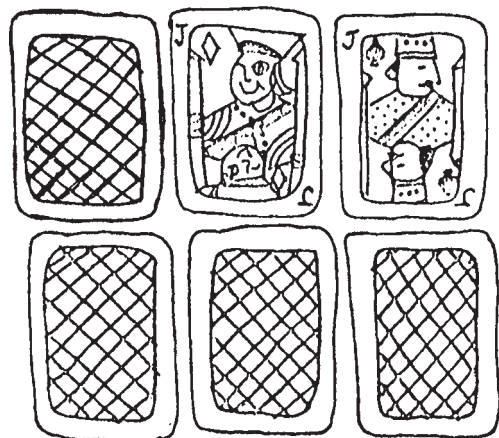
Give each player a pencil and sheet of paper. One person is "it". "It" arranges a tray of 10 or more different objects while the others are not looking. (Example: paper clip, cut, comb, pencil, tennis ball, cork, penny, pad of paper, rubber band, eraser.) Allow the other players to look at the objects for one minute, then take the tray out of the room. The players write down as many objects as they can remember, the one with the most correct items wins and becomes "it".

"It" chooses new objects and you play again.

As children get better at remembering, let them look at the objects for a shorter period of time before taking them out of the room.

CONCENTRATION WITH CARDS

Using a deck of cards or homemade pairs of picture cards, place all cards face down on the floor or table. Each player takes a turn picking up 2 cards. If the cards match (2 hearts, 2 tens, 2 apples), the player may keep the pair. If not, he or she places the cards down in the same place (try to remember where cards are!) Continue until all cards are picked up. The player with the most pairs is the winner.



BODY MEASUREMENT



Ask someone to help you cut a piece of string as long as you are tall.

Hold the string in each hand and stretch your arms wide.

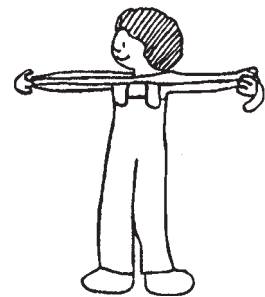


Are you as wide as you are long?

Use the string to find how other parts of your body compare.



- Is your waist twice as far around as your neck?
- Is your foot the same length as the inside of your arm from elbow band to wrist?
- Is your foot as long as once around your fist?
- How many times does the string go around your head to be as long as your body?



ODD OR EVEN

Materials:

- 1 Oatmeal Box
- Colored Paper
- Pictures
- 24 Soda Bottle Caps
- Glue
- Felt-tipped Marker

Directions: How To Make

1. Wash and dry the soda caps.
2. You may want to paint the outside of the caps.
3. Write the numerals 1-12 inside the bottle caps with the felt-tipped marker. You should have 2 caps for each number when you finish.
4. Decorate the can with the paper and pictures.

Directions: How To Play

1. Two people play the game.
2. Put all the caps in the box.
3. Shake it up and without looking, each player takes out one cap. If the sum of the 2 numbers is an **even number** (2, 4, 6, 8, 10, 12) the first player gets the caps. If the sum is an **odd number** (1, 3, 5, 7, 9, 11) then player number two gets the caps. Play until all the caps are gone. The player with the most caps wins.



BUZZ

Players count in order around the room. When the number 7, any number with a 7, or any multiple of 7 is said (7, 14, 21 . . .), the player says, “Buzz” instead of the number. Continue until 70 (which is “Buzz-O”) is reached. From here it goes “Buzz-1, Buzz-2,” and so on up to 77 (which is “Buzz-Buzz”). When a player forgets to say “Buzz”, or says “Buzz” at the wrong time, he or she is out of the game. The one who can stay in the game the longest without being “Buzzed Out!” is the winner.

TABLE OR FLOOR GAMES

These games can be played with a buddy on a rainy afternoon. Directions usually come with the games. Start a championship contest!

Puzzles	Marbles
Candyland	Chinese Checkers
Uncle Wiggley	Parcheesi
Monopoly	Old Maid
Crazy Eights	Scrabble
Hearts	Dominoes
Jacks	Checkers
Fish	Bingo
War	

CHARADES

Bodies tell a lot about how you feel or what you’re thinking. Here’s a game in which you use your body to spell or act out a word.

Divide the children into small groups. Each group is given a few minutes to write on small pieces of paper the names of song, movie, or book titles. Put the names in a hat or box. Then, each team exchanges boxes. One player at a time draws from the box and tries to act out the title. No talking Please! This is called a “charade”. The other players on his or her team tries to guess the title.

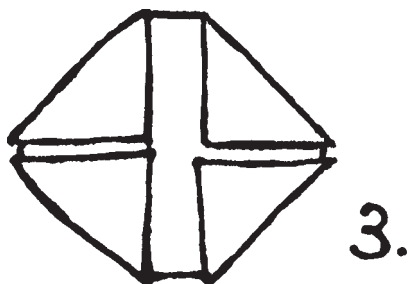
Snapping Poppers

Materials:

- 1 Sheet of Paper or Newspaper
- Pencil

Directions:

1. Fold the paper in half lengthwise.
2. Open the paper.
3. Fold all corners to the center.



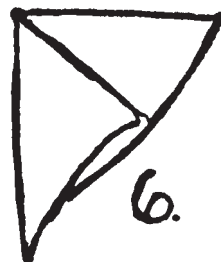
4. When all corners are in the middle. Fold the paper in half again.



5. Fold the paper in half again, cross wise.



6. Fold the top corner down across.



7. Turn the paper around and do the same to the other side.



8. To make the popper pop, hold 2 corners in your hand, with the folded part facing away from you.

9. Snap your wrist hard. The folded inside part will pop out making a noise.



SONGS—RHYMES—AND FINGERPLAYS

“MARY WORE A RED DRESS”

Mary wore a red dress,
A red dress, a red dress.
Mary wore a red dress,
All day long.

*(Insert each child's name and article
of clothing)*

“MMM, MMM, GOOD!”

Mmm, mmm, good!
Mmm, mmm, good!
That's the way the (name of food) tastes!
Mmm, mmm, good!

“MY VALENTINE”

*(Sing to the tune of “Mary Had A Little
Lamb”)*

Will you be my valentine, valentine,
valentine?
Will you be my valentine? I love you.
Yes, I'll be your valentine, valentine,
valentine.
Yes, I'll be your valentine. I love you.

“POP GOES THE WEASEL”

All around the cobbler's bench,
The money chased the weasel.
The monkey thought twas all in fun,
POP! goes the Weasel.

A penny for a spool of thread,
A penny for a needle.
That's the way the money goes,
POP! goes the Weasel

I've no time to wait or sigh,
No patience to wait till by and by
Kiss me quick, I'm off, good-bye!
POP! goes the Weasel.

“THE WHEELS ON THE BUS”

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All around town.

“BA BA BLACK SHEEP”

Ba Ba, black sheep,
Have you any wool?
Yes sir, Yes sir,
Three bags full. One for my master,
One for the dame,
One for the little boy (girl) who lives down the
lane.

“IF YOU'RE HAPPY AND YOU KNOW IT”

If you're happy and you know it, clap your
hands. (Clap, Clap)
If you're happy and you know it, clap your
hands. (Clap, Clap)
If you're happy and you know it, then your face
will surely show it,
If you're happy and you know it, clap your
hands. (Clap, Clap)
(Other verses: Angry - Stomp your feet, Sad -
Wipe your eyes, Sleepy - Close your eyes)

“SKIP TO MY LOU”

Choose your partner, skip to my lou,
Choose your partner, skip to my lou,
Choose your partner, skip to my lou,
Skip to my lou, my darling.
Lou, lou, skip to my lou,
Lou, lou, skip to my lou,
Lou, lou, skip to my lou,

“HICKORY, DICKORY, DOCK”

Hickory, Dickory, Dock!
The mouse ran up the clock;
(Move fingers up in the air in running motion)
The clock struck one,
(Stick one finger up in air)
The mouse ran down,
(Lower one finger up in air)
Hickory, Dickory, Dock!
(Lower fingers, running down motion)

“FIVE LITTLE VALENTINES”

Five little valentines, pretty with lace,
Standing in a row, in their own place,
The first one says, “Will you be mine.”
The second one says, “Be my valentine.”
The third one says, “I love you.”
The fourth one says, “I’ll be true.”
The fifth one says, “Let’s all run away, and find
a little friend today.”

“TIP-TOE WALKING”

Stretch, stretch, away up high,
On your tip-toes, reach the sky.
See the bluebirds flying high.
Now drop your arms and take a step,
On your tip-toes, don’t forget.
Step, step, around the house,
Be as quiet as a mouse.

“TO MARKET, TO MARKET”

To market, to market,
to buy a fat pig.
Home again, home again,
Jiggity jig.

To market, to market,
To buy a fat hog.
Home again, home again,
Jiggity jog.

To market, to market,
To buy a fat duck.
Home again, home again,
Cluckety cluck.

To market, to market,
To buy a fat chick,
Home again, home again
Clickety click.

“RING AROUND THE ROSEY”

The children form a single circle with hands joined. As the song is sung, the children walk or skip to the left or right. On the line “all fall down,” all circle players squat on their heels.

Ring around the rosey,
A pocket full of posies.
Ashes, ashes,
All fall down.

“I’M A LITTLE TEAPOT”

I’m a little teapot, short and stout,
Here is my handle, here is my spout.
When I get all steamed up, then I shout,
Just tip me over, pour tea out.

(Place hand on hip for the handle and hold the other arm outstretched for the spout, then at this last line, bend slowly to the side of the outstretched arm.)

“I WIGGLE”

I wiggle my finger,
(Wiggle fingers)

I wiggle my toes,
(Wiggle toes)

I wiggle my shoulders,
(Wiggle shoulders)

I wiggle my nose,
(Wiggle nose)

Now, no more wiggles are left in me,
So I will be still, as still as can be.
(Fold hands in lap)

“DRIVING DOWN THE STREET”

Let's drive our auto down the street,
*(Extend arms forward, make fists
and rotate arms to simulate steering)*
Always look straight ahead.
We'll have to stop when the light turns red.
(Hold arms still)
Waiting, watching, through the windshield
clean,
(Lean forward slightly and peer)
We can go now; the light's turned green.

“THE FIREMAN”

Five brave firemen,
Sleeping in a row;
*(Lift infant's leg and cover toes with
other hand)*
Ding, Dong! goes the bell,
And down the pole they go.
(Uncover toes and lower leg to bed)
Off on the engine, oh, oh, oh,
(Lift infant's leg)
Putting out the fire, so, so, so.
When all the fire's out, home so-o slow.
(Lower leg and cover toes with hand)
Back to bed again, all in a row.

“A TICKET, A TASKET”

The children form a circle. One player who is “It” walks around the outside of the circle carrying a beanbag. The children chant “A ticket, a tasket, a green and yellow basket, I wrote a letter to my love and on the way I dropped it, dropped it.” When children chant, “I dropped it,” “It” drops the beanbag behind a player. The player immediately picks up the beanbag and chases “It” around the circle. “It” tries to reach the space vacated by the chaser. If the chaser succeeds in tagging “It” before reaching the vacant space in the circle, he/she may drop the beanbag in the next round. If he/she does not tag “It” before “It” reaches the vacant space, he/she goes back to the circle, and “It” continues the game again.

“LOOBY LOO”

The children form a single circle. During the chorus the children join hands and slide, skip, run or walk to the left or right. During the singing of the verses, children stand still and act out the verse. The chorus is repeated after each verse.

Chorus: Here we go Looby Loo, here we go
Looby light.
Here we go Looby Loo, all on a
Saturday night.

Verse 1: I put my right hand in, I put my right
hand out;
I have my right hand a shake, shake,
shake,
And turn myself about, on (chorus)

Verse 2: I put my left hand in, I put my left
hand out;
I give my right hand a shake, shake,
shake,
And turn myself about, oh (chorus)

Verse 3: I put my two hands in, etc.

Verse 4: I put my right foot in, etc.

Verse 5: I put my left foot in, etc.

Verse 6: I put my head way in, etc.

Verse 7: I put my whole self in, etc.

“BEAR HUNT”

We're goin' on a bear hunt!
(Pat hands on knees like walking)
All right?
Let's go!
(Children repeat after each line)
We're coming to a long bridge.
(Beat hands on chest)
Can't go around it,
Can't go under it,
We'll have to go across it.
(Child repeats after each line)
We're coming to a wheat field.
(Pat hands on knees like walking)
Can't go around it.
Can't go under it.

We'll have to go beside it.

(Hands up and down in a "slicing" motion and making a "swooshing" sound)

(Child repeats after each line)

We're coming to a high mountain.

(Pat hand on knees like walking)

Can't go over it,

Can't go under it,

(Child repeats each line)

We'll have to go around it.

(Hand motion make as if going around the mountain)

We're coming to a wide lake.

(Pat hands on knees like walking)

Can't go around it,

Can't go under it,

We'll have to go across it.

(Swimming motion)

(Child repeats after each line)

We're coming to a big tree.

(Pat hands on knees like walking)

It's very, very big.

It's very, very quiet,

I feel something behind it.

I feel something furry.

IT'S A BEAR!

(Do all motions backwards. Swimming motion, going around mountain, slicing and swooshing, beating hands on chest. Say, "whew" at the end. Accelerate last section about twice as fast as when going.)

"WHERE IS JOHNNY?"

Where is Johnny?

(Or infant's name)

Where is Johnny?

There you are!

(Point at child)

There you are!

(Point at child)

How are you today, sir?

Very well, I thank you!

Run away

Run away.

(Make 2 fingers run in air)

"HERE'S A BALL FOR BABY"

Here's a ball for baby,

Big and soft and round.

Here is the baby's hammer,

See how he can pound.

Here is baby's music

Clapping, clapping so

Here are baby's soldiers

Standing in a row.

Here is baby's trumpet

Toot, toot, toot, toot, toot

Here is how the baby

Plays at Peek-a-boo.

Here is her umbrella

To keep baby dry

Here is baby's cradle

To rock baby by.

"TEN LITTLE FIREMEN"

Ten little firemen

Sleeping in a row;

(Extend both hands, fingers curled, to represent sleeping men)

Ding, dong goes the bell,

(Pull bell cord with one hand)

And down the pole they go,

(Close both fists, put one on top of other, slide them down pole)

Off on the engine, oh, oh, oh

(Steering engine with hands)

Using the big hose, so, so, so,

(Make nozzle with fist)

When all the fire's out, home so-o slow,

(Steer engine with hands)

Back to bed, all in a row.

(Extend both hands, fingers curled)

"MY APPLE"

Here is my apple so big and round

It fell from the tree

right down to the ground.

Come share my apple, please do.

Mother will cut it-right in two

Half for me and half for you.

“THE APPLE TREE”

Way up high in the apple tree (point high)
Two red apples smiled down at me.
I shook the tree as hard as I could
And down came those apples (have hands fall
down)
Mmmmm they were good. (rub stomach)

“HANDS, FEET, HEAD, AND EYES”

You take your little hands and go clap, clap,
clap
You take your little hands and go clap, clap,
clap
You take your little hands and go clap, clap,
clap
Clap, clap, clap your hands

You take your little feet and go stamp, stamp,
stamp
You take your little feet and go stamp, stamp,
stamp
You take your little feet and go stamp, stamp,
stamp
Stamp, stamp, stamp your feet

You take your little head and go nod, nod,
nod
You take your little head and go nod, nod,
nod
You take your little head and go nod, nod,
nod
Nod, nod, nod your head.

You take your little eyes and go blink, blink,
blink
You take your little eyes and go blink, blink,
blink
You take your little eyes and go blink, blink,
blink
Blink, blink, blink your eyes.

“MY TURTLE”

(Make fist, palm down, thumb extended)
This is my turtle.
He lives in a shell;
(Insert thumb into fist)
He likes his home very well.
He pokes his head out when he wants to eat;
(Extend thumb again)
And pulls it back in when he wants to sleep.
(Tuck thumb back into fist)

“THE GOLDFISH”

I have a goldfish in a bowl;
A lonely little fellow.
With nothing in the world to do,
But to stay there and be yellow.

“THE ALLIGATOR”

The alligator likes to swim,
(Two hands flat, one on top of the other)
Sometimes his mouth opens wise,
(Hand open and shut)
But when he sees me on the shore,
(Hands go between legs)
Down under the water he'll hide.

“JUST LIKE THIS”

The elephant's trunk sways just like this
when he walks, (Repeat)
The bunny hops, the bunny hops, just like
this. (Repeat)
The airplane flies, the airplane flies, just
like this. (Repeat)
The cowboy rides, the cowboy rides, just
like this. (Repeat)
I like to skip, I like to skip, just like this.
(Repeat)
A pony trots, a pony trots, just like this.
(Repeat)
(Add more verses of your own!)

“EXERCISE”

(A good one after sitting)

Now my hands upon my head I place;
On my shoulders, or my face,
At my waist, and at my side.
Then behind me they will hide.
Then I'll stretch them way up high
and let my fingers briskly fly.
Then I'll clap my hands one, two, three
and see how quiet they can be.

“HAPPY DAY”

A tongue to speak sweet words each day
Two eyes to see nice things to do
Two lips to smile the whole day through
Two ears to hear what others say
Two hands to put the toys away
Two feet that errands gladly run
Make a happy day for everyone.

“THIS IS THE CIRCLE THAT IS MY HEAD”

This is the circle that is my head,
(Make large circle with both hands)
This is my mouth with which words are said,
(Point to mouth)
This is my nose that's part of me.
(Point to nose)
This is the hair that grows on my head.
(Point to hair)
This is my hat, all pretty and red,
(Place hands on head, fingers pointed up and touching)
This is the feather so bright and gay.
(Extend index finger along side of head)
Now I'm all ready for school today.

“SEE ME”

Here are my ears and here is my nose.
Here are my fingers and here are my toes.

Here are my eyes both open wide.
Here is my mouth with my teeth inside
and my busy tongue that helps me speak.
Here is my chin and here are my cheeks.
Here are my hands that help me play and my
feet that run about all day.

“OPEN, SHUT THEM”

Open, shut them – open, shut them
Give a little clap
Open, shut them – open, shut them
Lay them in your lap

Creep them, creep them, creep them, creep
them
Right up to your chin
Open wide your little mouth
But do no let them in!

“WIGGLE”

I have ten little fingers *(Hold hands out)*
And ten little toes,
(Look down to feet)
Two little ears
(Put fingers to both ears)
And one little nose.
(Point to nose)
I can wiggle my fingers
(Wiggle fingers)
I can wiggle my toes,
(Wiggle toes)
I can't wiggle my ears
(Point to ears)
But I can wiggle my nose.
(Point to and wiggle nose)

“JACK-O-LANTERN”

I made a jack-o-lantern for Halloween night.
He has three crooked teeth, but he won't
bite.
He has two round eyes, but cannot see.
He is a jolly jack-o-lantern, as happy as can
be.

“TEN LITTLE RABBITS”

(Sing to the tune of “Ten Little Indians”)

One little, two little, three little rabbits.
Four little, five little, six little rabbits.
Seven little, eight little, nine little rabbits.
Ten little rabbits in a row.

(Sing “Ten Little Birds” substituting the word “bird” for “rabbit”).

“GRANDMA’S SPECTACLES”

Here are Grandma’s spectacles,
(Make circles with thumbs and index fingers placed over eyes)
and here is Grandma’s hat;
(Join hands and fingertips and place on top of head)
And here’s the way she folds her hands
(Fold hands and place gently in lap)
And puts them in her lap.

Here are Grandpa’s spectacles,
(Make larger circles with thumbs and index fingers and place over eyes)
And here is grandpa’s hat,
(Make larger pointed hat, as above)
And here’s the way he folds his arms,
(Fold arms with vigor)
And sits like that.

“CHRISTMAS”

T’was the night before Christmas
And five little tots; *(Spread out fingers)*
Lay wide awake in their warm, cozy cots.
This one said, “I hear him!” *(Thumb)*
This one said, “You do?”
Said tall, big brother, “Be quiet, you two!”
Said tired little brother, “Don’t make so much noise.” *(Ring finger)*
Baby said, “Santa won’t come to wide awake boys.”
So they all snuggled down as good children do. *(Close fist)*
Till they heard Mother say, “MERRY CHRISTMAS TO YOU”.
(Pop open hand)

“FIVE LITTLE BELLS”

Five little bells hanging in a row
First one said, “Ring me slow.”
Second one said, “Ring me fast.”
Third one said, “Ring me last.”
Fourth one said, “Ring me like a chime.”
Fifth one said, “Ring me at Christmas time.”
Ding-dong-ding-dong.

“WHERE IS THUMBKIN?”

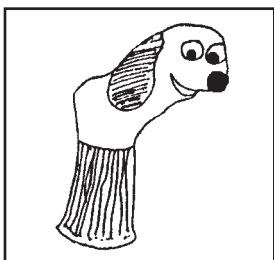
Where is Thumbkin?
(Put both fists behind your back)
Where is Thumbkin?
(Put tone of mystery in your voice)
Here I am.
(Bring one fist out and wiggle a thumb)
Here I am.
(Bring the other fist out and wiggle other thumb)
How are you today, sir?
(Keep alternating thumbs “singing” to each other)
Very well, I thank you!
Run away.
(Put one thumb behind back)
Run away.
(Put other thumb behind back)
(Continue with each finger using the following names: Index finger-Pointer, Middle finger-Tall man, Ring finger-Ring man, Little finger-Pinky.)

INSTRUCTIONS FOR MAKING LEARNING AIDS

SOCK PUPPET

- 1 Sock
- Thread, Needle, Scissors
- Red, Black, White Felt Scraps

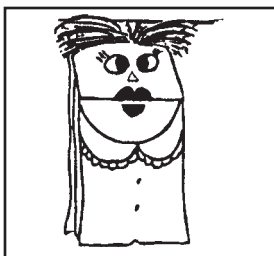
Cut pieces of felt for ears, eyes, nose and mouth.
Sew the shapes to toe of sock.



PAPER BAG PUPPET

- Small Paper Bag, large enough for a child's hand
- Scissors
- Glue
- Felt and Yarn Scraps
- Magic Markers
- Construction Paper

Make a sample for the children to see. Draw a face on the bottom of the bag. Cut materials and paper scraps for eyes, nose, mouth. Glue half of mouth on the top flap of the bag and half on the bottom. Blue yarn or string for hair. Wiggle the flap with the top half of the mouth to make the puppet "talk."



SOUND BOXES

- 6 Small Cans that are all alike (band-aid or tobacco cans, film containers)
- Salt
- Rice
- Water
- Jingle Bells
- Marble
- Paper Clips

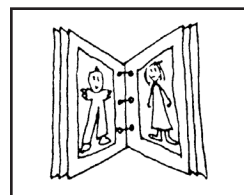
Save small cans or collect from parents. Film containers can be gotten free from photo shop. Put a different item in each can.

Make six more sound boxes exactly like the first six so that the children can match sounds. Color code the pairs by painting the same color dot on the bottom of each pair. For example, both water sound boxes might have a white dot on the bottom.

HOMEMADE PICTURE BOOK AND FILE

- Magazine Pictures
- Construction Paper
- Scissors
- Paste or Glue
- Clear Contact Paper (If available)
- Yarn or Brads

Glue magazine pictures to construction paper. Suggested topics: Transportation, Plants, Nursery Rhymes and Poems, Songs, "all about me," People, Animals. Cover both sides with clear contact paper. Put 2 or 3 holes in left side of page. Attach pages with yarn or brads. Keep pages separate for a picture file.



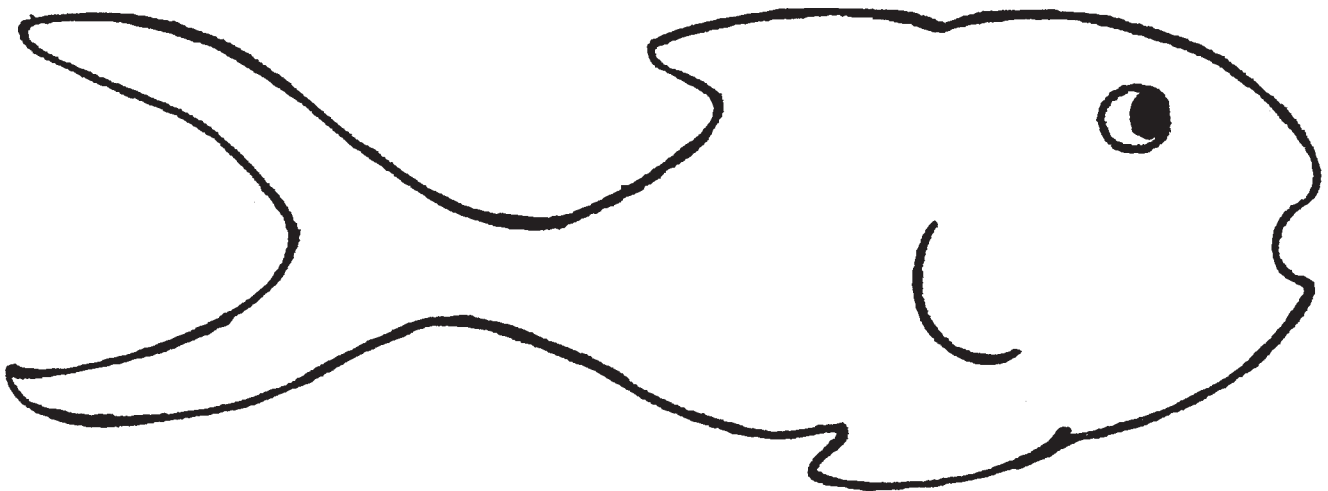
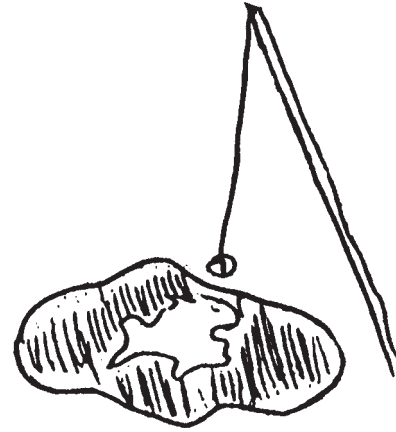
FISH POND, FISHES, AND FISHING LINE

- 1/8 Yard Blue Flannel
- 15 Paper Clips
- Magnet (From a dime store)
- Fishing String (18")
- Clear Contact Paper (If available)
- Fish Pattern
- Red, Yellow, Blue, Green, Orange, Purple, Black and White Construction Paper (1 sheet of each)
- Dowel Stick 1/4" wide x 18" long (From a lumberyard)
- Magic Marker or Pencil
- Pond Pattern

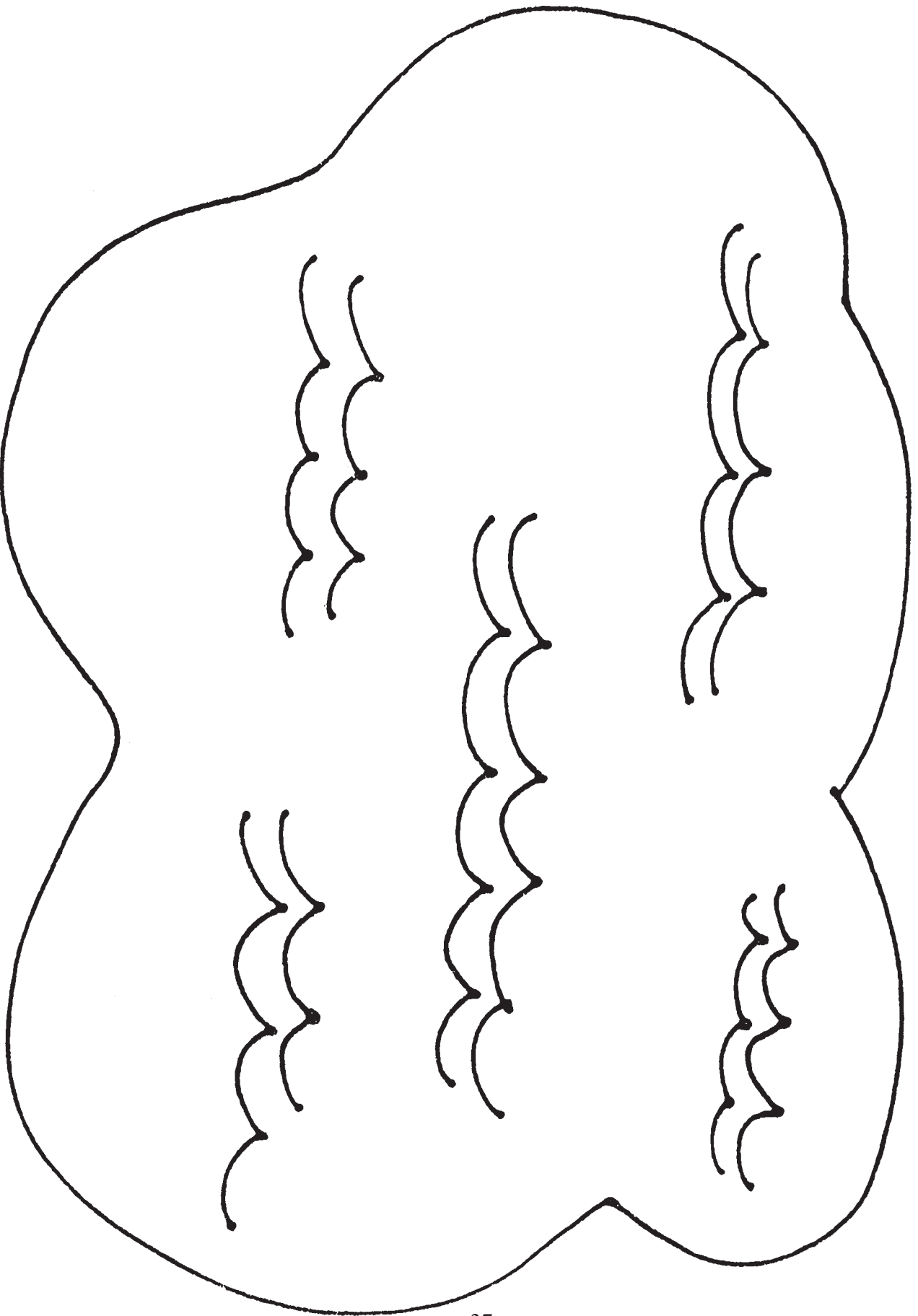
Attach magnet onto string, then attach string onto dowel to make a fishing pole. Trace around pond pattern onto flannel. Trace around fish pattern onto construction paper.

Cut out 15 fishes of different colors, and cover each one with clear contact paper.

Clip a paper clip onto each fish.



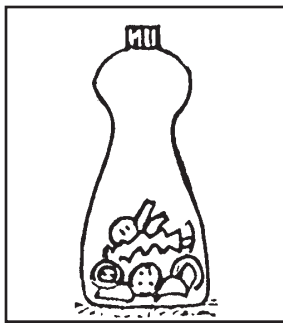
POND PATTERN



BOTTLE RATTLE

- Clear Plastic Shampoo or Detergent Bottle
- Colored Paper or Cloth Scraps
- Buttons
- Bells
- Glue and Tape

Clean and remove the labels on a small plastic bottle. Rubbing alcohol sometimes helps remove labels. Put colorful paper or cloth scraps, buttons and a bell inside the bottle. Glue the top of the bottle. Allow to dry. For safety, also tape around the cap and neck of the bottle.

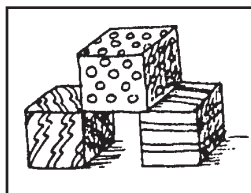


MILK CARTON BLOCKS

- 12 Small Empty Milk Cartons or Small Boxes
- 6 Bells, or 12 Bottle Caps
- Scissors
- Tape
- Contact Paper or Paint

Cut off the tops of all milk cartons. Put a bell or two bottle caps in 6 of the milk cartons. Fit one milk carton inside of the other, and tape together. Cover with colorful contact paper (if available) or paint. Make 6 blocks – or more – if you like!

Note: Use larger sturdy boxes to make big blocks.

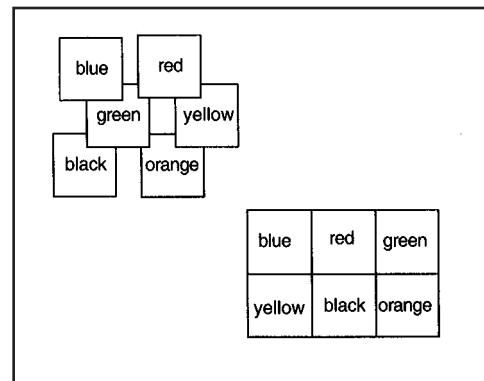


COLOR LOTTO GAME

- Piece of Cardboard about 10" x 12"
- 6 different Colors of Construction Paper, each 8" x 10"
- Scissors
- Pencil and Black Marker
- Ruler
- Glue or Paste
- Clear Contact Paper (If available)

Using a black marker, divide the cardboard into 6 sections. Cut 2 pieces of construction paper from each color. Each piece should be 5" x 4".

Glue one of each color in a section of the cardboard. Cover board and cards with clear contact paper, if available.



MUSICAL INSTRUMENTS

Elastic Bell Band

- Elastic piece from old Nylons, about 6" long
- Small Bells
- Needle, Thread

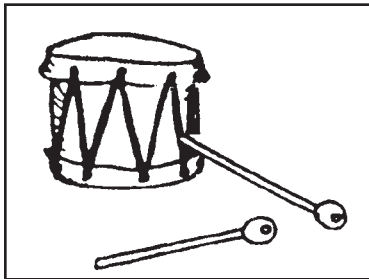
Sew the elastic to make a small circle. Sew several bells on the outside of the band.

Drum

- Large Oatmeal Box
- Used Rubber Inner Tube
- 40" Shoestring
- Paint (Red or Blue)
- Scissors

Cut the oatmeal box in half and paint it red or blue. Cut two round drum covers from the inner tube 1/2" in diameter. Use scissors or a hold punch to make 10-12 small holes around the edge of both drum covers.

When paint is dry, place one piece of inner tube on each end of oatmeal box and lace holes with the shoestring.



Drum Sticks

- 2 Dowels (10" - 12")
- 2 Wooden Beats with holes
- Glue
- Sharp Knife

Sharpen the ends of both pieces of doweling to fit the holes in the wooden beats. Insert dowel ends in beats and fill ends with glue. Make sure the pointed ends are hammered in so that they fit tightly.

Tambourine

- 2 Paper Plates
- Yarn and needle
- Bottle Caps
- Magic Markers

Punch holes in both plates along edges. Using yarn in a plastic needle, children may be able to set the plates together. Drop in bottle caps just before finishing. Decorate with magic markers.

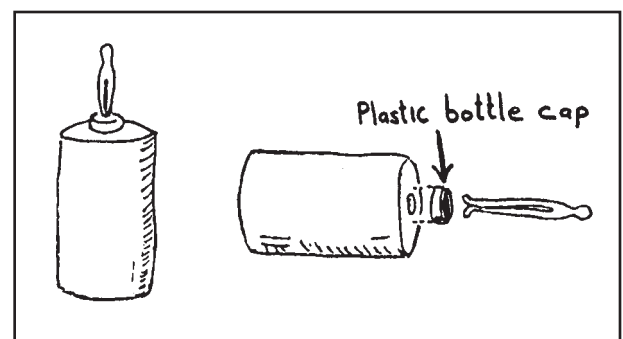
Oatmeal Shaker

- Empty Oatmeal Box
- Clothes pin
- Small, Plastic Medicine Bottle Cap (1" - 2" in diameter)
- Bells or Buttons
- Scissors
- Glue or Paste
- Tape
- 12" x 12" piece of Construction Paper, colorful Cloth or Contact Paper
- Paint
- Paintbrush

Cover an oatmeal or salt box with the material, construction paper or contact paper. Cut a hole in one end of the box large enough to fit a clothes pin.

Put several buttons or bells inside the box. Cut a hole the same size as the clothes pin in the plastic bottle cap. Glue the plastic cap over the hold in the box making sure the holes are lined up. Allow to dry. Paint clothes pin and dry. Squeeze the clothes pin and put it through the holes in the cap and the box. Leave enough of the clothespin sticking out of the box for the child to use as a handle (about 2"). glue clothes pin in place and allow to dry.

Tape around the bottom of the clothes pin and plastic cap for more support.



ART RECIPES AND ART ACTIVITIES

BUBBLES

- 1 tsp. Powdered Detergent
- 1 pkg. Soda Straws (Cut in half)
- 1/4 to 1/3 Cup Water

Mix water and detergent together gently. Dip straws in mixture and blow! Bubbles galore!

CLAY

Sawdust Clay

- 1 cup White School Paste
- 2 cups Sawdust

Mix paste and sawdust together thoroughly. Store in plastic bag to keep moist. Or, cover daily with a damp cloth and a closed container. Place a thumb hole in each ball and fill with water to insure moisture.

Cornstarch Clay

- 1 cup Cornstarch
- 1 1/3 cup Cold Water
- 2 cups Salt

Boil salt and 2/3 cup water in a pot. Mix cornstarch with remaining water. Stir well. Blend these 2 mixtures together and knead into clay.

PAPIER-MÂCHÉ

- Water
- Paste
- Flour
- Newspaper strips

Add water to white flour until the consistency of gravy. Tear newspaper into strips about 1 to 2 inches wide – 6 inches long. Dip strips into paste, then into papier-mache mixture.

PLAYDOUGHS

Fun Dough

- 1 1/2 cups Flour
- 1/2 cup Water
- Food Coloring (Optional)
- 1/2 cup Salt
- 1/4 cup Vegetable Oil or a few drops of Liquid Detergent

Mix flour and salt together in a bowl. Slowly, add water, oil (or detergent) and food coloring. Knead dough well and shape into several balls.

Cornstarch Play Dough

- 3/4 cup Flour
- 1/2 cup Salt
- 1/2 cup Cornstarch

Mix all ingredients together with spoon and hands. Add warm water gradually until mixture can be kneaded. If sticky, dust with flour.

PASTES

Basic Paste

- 1 cup Flour
- 1/2 cup Water

Combine flour and water. Mix until creamy. Store in a covered container. *(For more durable paste, add 1/2 cup flour to 1 cup boiling water. Stir over low heat until thick and shiny.)*

FINGER PAINTS

Uncooked Flour and Salt Finger Paint

- 1 cup Flour
- 1 cup Water
- 1 1/2 tsps. Salt
- Powder paint for coloring

Combine flour and salt, add water. Add powder paint for color. This has a grainy texture, different from other finger paints, providing a new sensory experience.

Cooked Flour and Salt Finger Paint

- 2 cups Flour
- 2 cups Cold Water
- 2 tsps. Salt
- 2 cups Hot Water
- Powder Paint for Coloring

Add cold water to salt and flour. Mix gradually with an egg beater. Add hot water and boil until mixture becomes glassy. Add powder paint for color.

Soap Finger Paint

Lux or Ivory Soap Flakes

- Tempera Paint or Food Coloring

Beat soap flakes in small amount of water until the consistency of whipped potatoes. Add color and mix well.

Starch Finger Paint

- 1 box of Faultless Starch
- 2 cups of Cold Water
- 2 cups of Ivory Soap Flakes
- Powder Paint for coloring

Mix starch and soap flakes together. Slowly add water while stirring. Mix and beat until mixture reaches consistency of whipped potatoes. Add powder paint for colors.

Pudding Finger Paint

Finger paint on a tray or piece of wax paper.

Foot Painting

Let children remove shoes and do foot painting on large sheets of butcher paper.

CRAYON

Crayon Etching

- Cover paper with light colored crayon, then cover light surface with dark crayon. Scratch through to light surface with edge of blunt scissors or stick.

Crayon Leaf Prints

Place leaf under paper, scribble with crayons on top of paper to get impression of leaf. This can also be done with coins, string, pieces, wire screening and burlap.

Crayon and Paint

Draw on paper with light colored crayons, then cover with wash of dark paint. Paint will cover all but crayon markings. The same can be done with dark colored and light-colored paint.

TEMPERA PAINT

Ink blots

Fold paper, open paper, drop thick paint onto paper, refold, open. Several colors may be used.

String Painting

Dip short lengths of string into bowls of paint and let them fall on paper. Paper may also be folded, then pull string out while the paper is held shut with one hand.

Object Paint

Dip objects into bowls of paint or felt soaked in paint, then press or rub on paper. Objects may be: spools, corks, sink stoppers, sponges, jar lids, small blocks, scrub brushes, potatoes cut in shapes, combs, tips, or wads of paper.

Spatter Painting

Collect wire screens on frames, toothbrushes, pans of thin paint and design objects. Objects may be paper silhouettes, leaves, cookie cutters, keys, forks, spoons, scissors, or any item with an interesting shape. Place the item under the screen on the paper. Dip the toothbrush in the paint. Rub the toothbrush over the screen until little spatters of paint have covered the paper around the shape of the item. More than one color of paint may be used.

Dry Powder Painting

Put dry powder paint in dishes at easel or on table, and use wads of cotton to put powder on paper. Gives a soft effect. Seal with hair spray.

Textured Paints

Mix textured substance with paint for different effect, adding a little glue to insure sticking. Use salt (which sparkles when dry), sand, fine sawdust, coffee grounds or try sprinkling soap flakes on painted surfaces.



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